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ABSTRACT

The topics selected for the workshop were priority areas reflected by State Board of Education resolutions and mandates. The first priority was selection and use of instructional materials. Presentations by five speakers were entitled: "Are We Selecting for a Generation of Skeptics?" "Censorship Versus Selection of Materials: A Matter of Attitude," "The Role of School Board Member in Selection and Evaluation," "The Role of the Library Supervisor in Selection and Evaluation," and "The Role of a Public Librarian in Selection and Evaluation." The second priority was media and the special student. The conference editor opened this portion of the workshop by presenting characteristics of exceptional students and discussing the concept of mainstreaming. A curriculum development specialist made the main presentation entitled "The Role of Media Services in the Education of the of the Special Student." (JAB)

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1975 - Curriculum
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1976 - Public Awareness
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1977 - Selection and Evaluation
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Foreword

Library media services are designed to assist students and teachers in finding information that they need. Through the use of learning resources, the learner acquires and strengthens skills in reading, observing, listening, and communicating ideas. With quality library media programs, schools can challenge their members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes. The library media program represents a combination of resources which include people, materials, technologies, and facilities.

The two topics selected for inclusion in this year's Issues in Media Management Workshop Series are priority areas reflected by State Board of Education resolutions and mandates. The first priority was selection and use of instructional materials. In order to assist local school personnel given the task of selecting instructional materials in all formats, it was determined that the persons having systemwide responsibility for library media programs needed greater understanding of the selection process and of the guidelines released by the Maryland State Department of Education.

The second priority was media and the special student. The institute was designed for library media personnel working with students frequently not served by school library media programs. With increasing emphasis upon placing students in a least restrictive environment, library media personnel must develop and implement program alternatives which will fulfill the needs of all students. A basic component of all library media programs is the interchange among library media personnel, between library media personnel and administrative staff, between library media personnel and teachers, and between library media personnel and all students.

Sincere appreciation is extended to the presenters who made this Series a success and to Rosa Presberry who so ably and willingly assisted in the development and implementation of the program. Without her leadership, the Series would not have been possible.

David R. Bender
Administrator

SELECTION AND EVALUATION

Presentations By:

Dr. Kay E. Vandergrift
Dr. Charles A. Speiker
Mrs. Joanne T. Goldsmith
Miss Mary Ellen Kennedy
Miss Sarah Siebert

November 4, 1976

Colony 7
Baltimore-Washington Parkway
Annapolis Junction, Maryland

ARE WE SELECTING FOR A GENERATION OF SKEPTICS?

Dr. Kay E. Vandergrift

Professor

Columbia University

In thinking about evaluation and selection today, I'd like to focus attention on those who are the primary users of the materials we collect. I have chosen as my topic "Are We Selecting for a Generation of Skeptics?" because I've been concerned with some of the things I've been reading lately dealing with the effects of mass media on children and young people. On the one hand, we see research studies such as the one in last November-December's issue of the Harvard Business Review entitled "Young Viewer's Troubling Response to TV Ads" which reports that by age eleven "most children have already become cynical--ready to believe that, like advertising, business and other social institutions are riddled with hypocrisy."[1] It goes on to say that the eleven-and twelve-year olds in this study "expressed a high level of skepticism toward authority figures but appeared less bothered than younger groups about adult deceptions and even cynical about social and economic misrepresentation."[2] Since the school is one of the social institutions which should most profoundly affect young people, and since one of the ways most of us exercise authority in schools is through our selection of the materials accessible to students there, it seems critical to examine these attitudes further.

But first let us look at another frequently expressed view of young people today. Those working with high school and college students have, in recent years, expressed concern about apathy in their students. Prior to Tuesday's election, there were dire predictions that large numbers of people, especially young people, would not bother to vote at all. Of course, this did not hold true--at least not to the extent predicted--but it was reported that only 52 percent of the eligible voters got to the polls. If this is so, there remains 48 percent who did not vote, and many of these may have been young people. A further analysis may add support to the opinion of those who believe that young people today are apathetic in their responses to the world in which they live and must soon assume positions of authority themselves. Those of you who read that scholarly publication, TV Guide, may have seen the article by a professor from M.I.T. last week which stated that constant exposure to all candidates and all sides of a political issue on TV tended less to clarify beliefs than to make young people withdraw from the political process because they were unable to sort out and make sense of the overload of information and propaganda presented to them. This was contrasted with those of us who grew up getting most of our political information from the printed page from which we could select and read only those articles or advertisements which advocated the positions we already held and thus served to strengthen our opinions and our resolve to elect those whom we were convinced were "in the right."[3] If I interpret these studies accurately, it is, at least in part, the early skepticism and cynicism which contributes to young people's withdrawal from social activism. I'm

not sure that I agree with these views of youth, and I certainly hope that the students with whom we work are not so cynical that they believe that all of us are motivated only by our own selfishness.

At the same time, I've often thought that many students with whom I've worked have not been skeptical enough; that is, they are sometimes too accepting of what teachers or "authorized materials" have to say. My hope for youngsters in schools and my aspiration for those of us who work with them is that this attitude of cynicism be disproved by our actions, specifically here our evaluation and selection of materials, and that their habitual doubts and questions be transformed from an apathetic to an active skepticism. I believe that part of our job as media specialists is not only to evaluate and select materials but also to help students develop the critical skills which will enable them in turn to evaluate and select those most valuable for their own purposes.

In focusing our attention on the development of this form of active skepticism, we might do well to keep in mind John Dewey's definition of criticism, as looking sympathetically at what another is trying to do,[4] so that students and ourselves, do not fall into the trap of thinking of criticism only as fault-finding. From this vantage point, evaluation itself goes beyond mere searching for value according to specified criteria but actually helps to develop in the critic the very capacity to value something.

Criticism is a cummulative, developmental process which starts at a very early age when children begin to group like things together and make choices from among them. Thus, the preschooler who understands enough about a story and the various types of "stories" to ask for "another Once-Upon-a-Time story" is already a practicing critic and, hopefully, well on his or her way toward recognizing excellence and developing the capacity to enjoy it. Even in the elementary school and certainly by the time a student reaches secondary school, one should have learned to be a critical and skeptical consumer of the material available in the media center and elsewhere. We should have helped students to realize that no maker of materials ever says all there is to say about a topic, that one's values in some way always come through in the materials produced, and that the producer's intent is to keep the consumer with him or her, perhaps using all the tricks available to get users to turn the pages, advance the filmstrip, or listen to the entire recording. A student who understands this will not be content to rely on a single source for information and will approach another's ideas and opinions with an active, healthy skepticism.

As media specialists building collections for these active young skeptics, we must first distinguish between evaluation and selection, knowing that even those materials rated most highly on our evaluation scales might not always be appropriately selected for a particular collection. These two words are so often linked together in the literature of our profession that we sometimes lose sight of the fact that evaluation and selection are two separate processes, each with its own set of criteria. The evaluative criteria for specific types of materials are usually so much more clearly identified and more readily available that I will focus my discussion on criteria for selection in developing a particular collection.

In so doing, I have chosen to look at five critical components of selection which I have called: (1) Selection and the Child, (2) Selection and Teaching/Learning Strategies, (3) Selection and the Curriculum, (4) Selection and the Balanced Collection, and (5) Selection and Bibliographic Access.

My first category of criteria for selection is entitled "Selection and the Child" rather than "Selection and Children" to remind us that, although we are, of necessity, most often concerned with abstract concepts of children based on generalizations of age, sex, and I.Q., we can, in selecting materials for a particular collection, at least look at the characteristics of the children who will be using that collection and may even at times select for a given child. I might add here, perhaps parenthetically, my concern that much of what we have done in the name of that great good "individualization" may have been an instrument of de-personalization in our schools. Sometimes our very enumerating and categorizing of all the objective data about a given child so captures our time and our attention that we are prevented from seeing those subjective qualities which make that child a unique human being. Granted, the media specialist cannot know all the students he or she serves in a very personal way, but we can all attempt to look beneath convenient labels and not delude ourselves that identifying Jimmie Jones as an eight-year-old third grader with an I.Q. of 110 and a reading level of 2.1 tells us much of what is important about that person. After all, how many of us would like to be known primarily as, for example, a forty-year-old media specialist with a masters' degree and an imcome of $16,000 a year?

Using all the data available to us about individuals in the school and whatever personal understanding we have about the unique human beings represented by those individuals, we begin to select materials according to our most informed hunches about what users want and need. Even when students and teachers are actively involved in the processes of evaluation and selection, much of the decision-making is left to the media specialist. We need to provide materials that will confirm young people's life experiences, help them recognize in history, in story, and on film people, situations, and settings familiar to them. But we need materials also that do more than just confirm what youngsters already know; we need those that, through their own excellence and insight, actually illuminate users' lives and help them to understand their own place--and their own value--in the world. A fine collection of materials also extends students' knowledge and understanding of the world by taking them beyond the boundaries of their own time and space to encounter, imaginatively, ideas, people, and places they could not meet otherwise. These materials, too, illuminate the understanding of self as they help users identify common aspects of the human condition unbounded by time or space. Thus, the school media center should be the source of great adventure--and great joy--for students. The collection of materials there should encourage an exploration of life and living, a chance "to try life on for size" as a confirmation, an illumination, or an extension of life experiences.

I'm quite sure that none of us would select materials for a school media center without considering the interests of the students who are to use that collection. I believe, however, that we do frequently fail to consider the

various levels of interest with which human beings approach ideas and information. What does it really mean to say that a young person is interested in anthropology? Is that student interested in a simple definition, in getting assistance for a class assignment, or in searching for additional information about something he or she saw on TV last night? Or has that student already exhausted all the resources of your collection and now is he or she asking for more advanced or specialized information. The varying levels of interest represented here are obvious--from surface curiosity to some degree of personal concern to a deep and long-term commitment. Yet how do we take these differences into account either in our selection policies or in our interaction with students? If the media specialist is committed to the study of anthropology, the collection he or she has put together will probably be able to meet all but the most specialized needs of students in this area. The danger here is that this particular media specialist may overwhelm students, and perhaps even drive them from the media center with more information than they really want to know. He or she can be like the overeager parent who takes out all the sex education books and goes into detailed explanations of human reproduction when the young child asks "Where did I come from?" only to find that the kid only wanted to know whether he or she was born in New York City or Chicago.

On the other hand, media centers frequently stock large numbers of materials on a particular topic, but a close examination of those materials might show that they serve a very narrow range of interests within that topic. For instance, I would guess that most of your elementary schools have a quantity of books on dinosaurs. There does seem to be a fairly consistent interest in this topic, at one level or another, among students in about the second grade, but how much material do we have available for the child who sustains that interest for the next four years he or she uses that media center? Obviously, no school media center can meet the unique personal needs of all the children who use it and provide materials on all topics at all levels of interest and ability, but if you already have 24 introductory books on dinosaurs at approximately the second-grade reading level on your shelves, no matter how popular they are, you might consider alternatives before purchasing the twenty-fifth at the same level.

A final concern under the label "Selection and the Child" is that of the rights of children and adolescents. We are all familiar with the statements published by ALA and other organizations concerned with such rights. The Intellectual Freedom movement has focused our attention on the rights of young people to information about sex, drugs, and abortion, and most school districts have come to grips, in one way or another, with access to this type of information. But there are other topics about which students are concerned and have an equal right to know. Can the student who wants information on the latest religious or political cults find this in our media centers? For a particular young person, it might be just as crucial to find out about the Moon Children or the Jesus Freaks or Hari Krisna as it is for another to get the number of the closest abortion referral center. And even more critical for some young people is the right to survival information; that is, such things as hard information on welfare, legal rights, medical aid, and suicide prevention. Even those of us who advocate the child's or the adolescent's right to all this information have much difficulty keeping

our own biases from intruding in the selection process and, thus, limiting access to that which the child or adolescent does indeed have a right to know.

A second category of selection criteria to be considered is "Selection and Teaching/Learning Strategies." Educational philosophies and, in fact, many of our views of schooling have undergone significant changes in the last two decades. Open education, the discovery method, and modes of inquiry in the disciplines are all commonplace expressions to us now; and whether or not we advocate their practice, we cannot escape having been effected by them in the ways we think about young people and about schools. Some districts have considered these "innovative" practices and have rejected them, but even more have institutionalized some of the newer structures while maintaining practices in direct contradiction to the philosophies they espouse. One of the most subtle of these is the selection and distribution of materials in the school media center. Students who are asked to inquire or to discover, that is, to practice an active and positive skepticism, are sometimes prevented from doing so by the use of bibliographies, reading lists, or specific instructions that set limits inhibiting inquiry. In addition, the materials themselves may be limited or one-sided. How many of our media centers give equal and unbiased information on the issues surrounding the Arab-Israeli conflict--or on our own Civil War, for that matter?

I can remember sitting in an elementary school on the edge of Harlem on a morning some years ago watching a Black History program on Educational Television when a group of 4th, 5th, and 6th graders, many of them Black, heard for the first time the view that Lincoln was not the "Great Emancipator" as they had been taught. The youngsters were not so much disillusioned with Lincoln as they were skeptical of other kinds of information which might have been kept from them or misrepresented in the school, and, in fact, in their whole world of media. It is true, of course, that all of us are limited both by the materials available to us and by our own perceptions of the world, but how many of us make a concerted effort to provide a more complete and unbiased coverage of events, especially of those events about which we ourselves take a very strong position? To be fair, one must add that things change from year to year, that new facts can be uncovered or old ones looked at in a new light given the perspective of time. It's difficult for many of us now, perhaps even more so for young people today, to discuss Richard Nixon with any of the respect we might have for the office of the presidency, but who knows how his story will be told by historians even 20 years from now. It could happen that all the Nixon material produced and marketed in the last two years will, by then, be obscure and very difficult to obtain so that only the most diligent media specialists would be able to ferret out and provide this material to students. If you think such radical shifts in our perceptions of historical events are unlikely, I suggest that you discuss the McCarthy Era with a group of people who lived through it, and then read some of the recent best sellers on this topic or go see the movie "The Front."

A major inhibitor to the practice of the discovery or inquiry method in schools is the lack of primary sources available to students. It's difficult

to see situations afresh when one has only others' preselected facts and judgments from which to work. Primary documents that are included in collections are often on microfiche, which can itself be a deterrent to use because of the unwieldly equipment required to read it. Another source of primary documents we ought to be alert to is the students themselves. I spent most of the sixties and the first couple of years of the seventies working in an elementary school, and I hope someday to use the tapes, motion pictures, and written compositions produced by students during that time to help another generation of children understand what life was like "way back then," how this generation of children saw their world, what they thought about, and what they cared about.

Let us move on now to a consideration of "Selection and the Curriculum." What I would ask you to do here is to examine more closely the specific content of the curriculum guides or courses of study in your school so that you might select materials which truly match not only the methods of instruction employed but also the actual topics of study. I heard a story recently of a second-grade class that was studying the Indians. The media specialist in this school, doing all the things we would advocate in such a situation, collected various kinds of materials on Indians and sent them to the classroom, told Indian stories to that class during story hour, and even began to construct a wigwam with some of the children. It was only after all this that the media specialist discovered that the class was not studying Indians, in general, but the Hopi tribe, in particular. All the materials they had sent to the classroom were generic in nature, only one or two were specific, and not very informative, references to the Hopi, and their own Indian activities with children were not at all representative of the people they were supposedly studying. Those of us who heard the story laughed but none of us too heartily for each could remember a time when we'd been in a somewhat similar situation. Media specialists cannot afford to accept convenient labels for what is going on in the school curriculum. We must dig beneath the surface to uncover what aspects of content are really important to students and teachers and search for materials that support or add to what is going on in the classroom. For younger children, especially, this is often difficult to do because too many of the materials do, in fact, present generic, rather than specific, views of their topic and the bibliographic tools may not give the information really needed for selection.

Probably most of you have been evaluating some of the recent materials for teaching the metric system. There are certainly a great number of them available now, but a significant proportion of them attempt to do exactly the same thing. This is great for the evaluative process since we can choose the best from among so many, but when we try to select a range of metric materials to build a collection, they just aren't available. I might add that two years ago I sat down with a graduate student who teaches in an elementary school to try out eight to ten games attempting to teach simple metric measurement to young children. We found that a full 50 percent of them were either inaccurate or impossible for two supposedly educated adults to understand or manipulate.

Although our primary concern in curriculum is for intellectual content, we must remember that all curricula also have practical and aesthetic content;

that is, they focus on specific skills or abilities and on human feelings as well as on ideas. These aspects, too, should be considered in our selection policies. Of particular interest throughout the country right now is the whole question of moral education and values clarification in the schools. If these programs are advocated in schools, how can media specialists select materials to support them without impinging upon the rights of students or inflicting their own biases on the users of the materials they select?

Even at the skills level there are curricula concerns to be considered in selection. Do we, for instance, purchase attractive and well-done films or trade books in mathematics which use computational procedures or notations which differ from those taught in the school? Would your answer be the same for materials produced for primary students just learning mathematics as it would be for advanced high school students? Or, in the physical sciences, do we search for materials on experiments that not only encourage students to inquire but also advocate the use of the same equipment and the same procedures as taught in their science classes? I'm not saying that all these questions can be resolved--at least I've never been able to do it as a school media specialist. That is not to say, however, that we do not need to be aware of all the possible ways our selection of materials can support or refute curricular content and make a conscious decision about what we can and cannot do in the selection and, perhaps, consider some alternatives in distribution and use which will both support the curriculum and allow active young skeptics to consider alternatives.

A fourth category "Selection and the Balanced Collection" is, of course, a part of all that we've been discussing previously, but this is so important that it merits attention on its own. We've been looking at balance in content to meet individual and personal needs of children in terms of curricular content and teaching/learning strategies. An obvious area of concern which we have referred to only in passing is that of balance in format. Not only do different learning styles require different forms of materials, but, if young people are to be skeptics and inquirers, they must have access to similar messages in different formats so they can make informed judgments about how meanings are shaped by the containers which carry them.

Since we've been focusing most of our attention on instructional materials, let us now examine this whole question of balance as it relates to the selection of non-discursive or imaginative materials provided primarily for the students' entertainment and enjoyment. Do the users of our media centers have access to toys and games, posters, photographs, paintings, models, and sculpture, in fact, to the whole range of materials recommended in Media Programs: District and School?[5] Considering only print, do they have available to them a variety of books, periodicals, and pamphlets; beautifully-bound volumes and inexpensive paperback editions; novels, poetry, drama, and short stories as well as non-fiction; traditional as well as modern tales; and fanciful as well as realistic views of reality. These are but a few of the options in the world of print. Nonprint has comparable options in software and additional considerations in the selection of the range and types of machines which make the content of the software available to users. On the one hand, media centers need inexpensive and portable recorders, players, and projectors for students to check out and use away from the center. On the

other hand, they need equipment of sufficient sophistication and technical excellence to accommodate the quality of the material. The equipment used and the environmental conditions in which films are screened in many schools make that viewing experience about equal to listening to the finest stereophonic recording on a ten-dollar record player.

A recent study of the use of media by teachers in the Detroit Public Schools reports that the teachers involved generally had a very positive attitude toward non-book media, but that scheduling problems and the condition of the equipment frequently prevented their use.[6] Another recent study, this one among Pennsylvania teachers, should be of even greater interest to media specialists. We tend to think of ourselves as the key persons in the dissemination of information about media and materials in the school, but this survey indicates that this opinion is not necessarily shared by teachers. They stated that they most frequently looked to other teachers for such information.[7] These research findings may cause some media specialists to reconsider certain aspects of their selection policies or at least to raise such questions as "Do we exercise as much care in selecting the quantity and quality of equipment used as we do in choosing the materials they display?" and "Do we adequately involve teachers in the process of selection or, at least, keep them sufficiently informed about materials we are considering for the collection?"

The fifth and final component of selection to be discussed today is that of "Selection and Bibliographic Access." If we take seriously all that we have been discussing concerning young people in schools, we must admit that the standard selection sources often do not suggest materials dealing with non-school topics which students want and certainly have a right to know. Nor do they frequently provide the kind of information which allows us to match materials to an educational theory or to particular teaching or learning strategies. It is understandable that a publisher trying to market materials would describe them in generic terms to appeal to the widest possible audience, but this lack of specificity seems inexcusable in the selection of the tools of our profession. Moreover, generalized descriptions of content have conditioned many of us to accept such subject headings without question as we select materials. For instance, we read an interesting review of a book about snakes and, sometimes, even decide to add that book to the collection without knowing whether or not it deals with snakes in general or a particular poisonous snake found only in one region of the western United States. The computer obviously makes the storage and retrieval of this kind of specific information possible, but neither NCLIS nor any other agency seems to be taking the informational needs of children and young people seriously.

The standard catalogs and periodicals will probably remain the basic sources of information for the building of a school media collection, but alternative views of society, of young people, and of schooling may never be fully represented there. For these, we must turn to alternative sources, such as those put out by the Feminist Press or the Gay Alliance, to local distributors of information on survival and regional resources, and to special-interest groups, whether they be political or religious sects or crafts cooperatives. In addition, we need to visit toy stores and museums and attend film festivals in order to keep abreast of materials we are not

likely to see reviewed in our bibliographic tools. We must also keep up with the popular media to help identify current issues and interests among our users. There is no question that television not only stays on top of but may also at times even initiate topics of immediate concern.

If it appears from all of this that I expect only supermen and superwomen to serve as media specialists in our schools, perhaps I do. But have any of you read your job description lately? If schools serve as a kind of controlled environment for young people in the process of trying to make sense of themselves and of their world, surely, those who in any way determine what is accessible to students in the media center have a super responsibility.

Young people represent an infinite capacity for new ideas and new actions in the world--in fact, for a new world itself. Too often schools stifle originality and encourage uniformity by forcing students to concentrate on the reproduction or regurgitation of someone else's prepackaged goods or ideas. Those who learn to retrieve and store information without developing the capacity to discriminate and choose that information may well become slaves to second-hand, ready-made opinions. To prevent this and to free young people to create their own, hopefully a better world, we must select and provide for them a wide range of materials and help them develop the critical skills, the skepticism, that will enable them to use what is relevant to their lives today and reshape it for an as-yet-unknown tomorrow.

FOOTNOTES

[1]Bever, T. G. and Others. "Young Viewers' Troubling Response to TV Ads," Harvard Business Review. (November-December, 1975) p. 109.

[2]Ibid., p. 120.

[3]deSola Pool, Ithiel. "Why Don't People Vote?" TV Guide Volume 24, No. 43 (October 23, 1976) pp. 4-6.

[4]Dewey, John. Construction and Criticism. New York: Columbia University Press, 1930.

[5]American Association of School Librarians and Association for Educational Communications and Technology. Media Programs: District and School. Chicago, Illinois: American Library Association, 1975, pp. 70-86.

[6]Tibbs, Crystal G. P. Barriers to the Effective Utilization of Media by Teachers in a Large Metropolitan School District. (Ph.D. dissertation, Michigan State University, 1974).

[7]Mulvin, Robert Dale. An Analysis of Teacher Use of Multi-Media Materials. (Ph.D. dissertation, Lehigh University, 1974).

CENSORSHIP VERSUS SELECTION OF MATERIALS: A MATTER OF ATTITUDE

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Censorship and what educators should do to prevent or control the censoring of materials in our schools is our topic of consideration. Within this context, a framework for the sound selection of instructional materials needs to be established rather than a total acceptance or rejection of the concept of censorship.

If a more positive attitude reflecting trust in the community, sound curricular and instructional principles, and a genuine concern for the child's material and spiritual well being is used as a beginning, then the traditional, uncompromising stalemate often associated with discussions about censorship may be avoided.

Censorship is a word that often brings to mind thoughts of inquisitions, witch hunts, and mass book burnings in the square as well as irrational use of power and control. At the same time rational behavior, that is, behavior guided by sound principles, has elements that are similar to those of irrational behavior. For example, a person with real insight voluntarily avoids certain situations, places, or people. Similarly, a person with authority tends to demand that others avoid certain situations, places, or people. Fraternizing with the enemy is an example of a violation of the latter control.

Now, what if we substitute school board, community at large, or school personnel for the word 'person' above? The result is the same whether viewed individually or collectively. If any of these collectives use their power or control to deny others an opportunity to participate in a free environment or to become a free human being, then there results a dehumanizing and denigrating situation that is conceptually (if not practically) no different from that of totalitarian systems.

Need to Establish a Perspective on Humanity and Education

The point in the above paragraphs is simple. Since considerable activity in schools is accomplished in an atmosphere devoid of reflection, disjunctive sets of events follow that are inherently contradictory and at cross-purposes with each other.

An alternative role for educators is to design patterns whereby a statement of the human condition can evolve--a philosophy of people and people in society. This statement should conclude with an explanation of the nature and

purpose of schools in a particular community. There is need to establish some perspective from which decisions of a curricular and instructional nature can evolve.

Without this perspective, purposeful dialogue about what should be taught is less than fruitful. Without a concise statement of what should be taught (curriculum), an unprofessional discussion about how it should be taught might result. And, the selection of instructional materials must always be eventually tied to a reason for their use. If this framework is not present in the schools in a definitive fashion, dialogue becomes absurd or shallow.

The lack of this perspective (committed to paper after lengthy and deliberate reflection) is clear in the case of the famous case study on the textbook controversy in Kanawha County, West Virginia.[1] It was clear to the writers of that inquiry report that the issues in the controversy had to do with the basic nature, purpose, and changing methods of public education.

This is not to conclude that one must, therefore, castigate all the participants in this particular controversy, or any other for that matter. Watras said, "Assessing blame will not help us understand what we want schools to do to us or for us. The question is if or how we can deal with divergent beliefs."[2] My father always argued religion and politics--against better advice. The result was that he exposed his belief system. The same result--to expose our system of beliefs--is needed in the schools.

Many writers have written about our fragmentation, alienation, and lack of direction. Many writers, including this writer, have advocated problem-solving techniques without paying attention to problem identification--and the seeking of proper questions. Watras and others now call for a commitment to something beyond a superficial notion of pluralism. A commitment to one's own values is needed. The illusion of impartiality needs to be exposed. There is need to understand the unhappy nature of "value free" claims--claims of neutrality--claims for naive academic freedom. A new brand of honesty on the part of all concerned with the education of our children is needed. This honesty must encourage a commitment to one's values while allowing for a respect of others' values. Dunfee said, "The recognition and strengthening of cultural pluralism are both a democratic and professional responsibility."[3]

Need for Concise Statements for Learners

To conclude at this point would give educators a charge demanding years of work. A need exists for a sound, restrictive philosophic statement on the purposes of education, the function of schools, and the nature of people. Yet, in and of itself, another esoteric exercise would result unless it was applied to the day-to-day education of children.

What is also needed is a concise (not necessarily behavioral) set of directives for student learning. Beyond sophisticated babysitting and labor market holding-bins, why are students in our care? What should they learn?

These questions must follow from our "philosophic" statement. The answers--the curriculum--the learner outcomes must be of such a form and substance as to guide us to the next level of development.

Curriculum engineering suggests that a number of questions be asked, including: "How will the learners' outcomes be organized for instruction?" For example, should we have separate subjects or should we organize our curriculum around concepts such as knowing, loving, or perceiving.

This extremely complex task is frequently overlooked in schools and, therefore, yields yet another set of problems. They appear to be problems in the selection of materials. In fact, selected materials that are inadequate can only be inadequate and nothing else, until a great many curricular answers are sought.

Need to Clarify Roles

Again, all the aforementioned comments could keep many educators busy. Some educators enjoy designing grids, charts, and systems without a burning need to see if they work. Another concern is that some educators suffer under the illusion that "Everyone's opinion is equal in all things." Nothing could be further from the truth. A few roles need to be clarified among the actors involved in the educational venture. Guiding thoughts rather than answers are offered.

About Boards

As late as 1871 the school committee of Boston seriously considered whether or not its members should continue to conduct quarterly examinations of all pupils in the schools as required by law. The committee concluded that its members had neither the required time nor the expertise. They hired an assistant superintendent to do the job.[4]

The above example of school board behavior is in no way atypical today. At least three questions can be raised to examine that behavior seriously because of its potential impact upon the business of selecting instructional materials.

(1) Where does the board time go? Because of constant attention to the three B's--Beans, Buses, and Basketball--attention to program matters suffer.

(2) What expertise do board members have (or need) with respect to program matters? Clearly, most members do not have the necessary professional sophistication to make decisions about certain instructional materials or strategies. Yet, they are duly appointed or elected to represent the community. That might mean that they ought to represent the basic values of a free and democratic society as well as values peculiar to their state and community.

(3) A corollary question to the previous two questions is:

"What is responsible board activity?"

Why do we constantly try to solve problems by hiring people. Surely, the hiring of an assistant superintendent irrespective of the question of competence, is not warranted by testing policies, for example. An alternative mode of behavior may call for:

(a) A re-examination of board roles in matters of a highly professional nature. This assumes that highly qualified professionals with sound training are available. This re-examination may assist in the de-politicizing of matters involving professional expertise.

(b) A renewed commitment on the part of the board to establish, not rubber stamp, certain policies that have program implications. The board should deliberate over questions relating to: the purposes of materials-selection processes, the extent of state and national intervention into their local processes, who should be responsible for what level of decision making with respect to materials selection, and what should the criteria (at least at a general level) be for selecting materials. Guides for their use are plentiful. One such document was issued from four major national associations last year.[5]

An article containing common problems with all material-selection processes recently appeared in the ASCD News Exchange.[6] From that article and others, it appears that three questions are of paramount concern to all involved. They are:

(1) What competency is needed to sit on a selection committee?

(2) Are the criteria definitive enough to be discriminatory?

(3) Has planning taken into consideration the consequences of the materials selection process?

This last question suggests that people should anticipate consequences of action not yet performed. If sufficient planning is underway, this anticipation is possible. However, active planning, not reactive planning, must evolve.[7]

As a former superintendent of Tulsa, Dr. Gordon Cawelti, Executive Director[8] of ASCD, suggested that planning and reflection upon the issue of materials selection should yield a parent opt-out clause. In Tulsa, he guided the board to adopt a policy on academic freedom and to recognize teacher expertise. Yet, if any parent objected to certain materials, the parent had the right to withdraw his or her child from contact with the objectionable material. This was not to say that these parents had the right to remove the materials from all children. When this clause went into effect,

there seemed to be growing controversy in the community. It was found that only 75 of 80,000 children were withdrawn. This explicit process continues to exist side-by-side with sound criteria and processes for materials selection.

The need for explicit policies and processes is similar to the need for explicit school philosophies. Censorship need not be feared. New and higher levels of freedom--examined in light not fear are needed. This openness destroys the power of power seekers--the control of controllers. Censors set themselves up as "guardians of truth (their truth), imbued with a sense of being the gatekeeper of the mind."[9] Policies, procedures, and criteria are needed--not as censorship or gatekeeping devices. Materials are needed that will fulfill program expectations. Certainly materials will be screened for their cultural content, their instructional unsoundness, their false or outdated information, and their philosophic compatibility. Yet, it is still a matter of attitude--to avoid or to choose--to censor or to select.

About Professionals

Some of the same ideas and attitudes that were submitted for examination about the role of boards are also appropriate for the professional.

Expertise is one idea that relates well to the word 'professional.' Unfortunately, expertise does not necessarily follow from a degree in teacher education, a certificate, or self-hooding with the word 'professional.' Rather than censor incompetence, competence in the professional ranks needs attention. This means that increased attention needs to be given to pre-service programs. And, inservice programs need a sound overhauling. The use of consultants to "blow in, blow up, and blow out" without adequate preparation, involvement, or follow up by the professionals on the receiving end must be discontinued as a typical practice of professional renewal.

Demands on local decision makers are increasing. And, the curriculum scene and related factors are continuing to shift. Selecting and adapting prepackaged materials has been on the increase for some time. Teachers are developing fewer instructional units from scratch.[10] Units are becoming more complex and more expensive. Therefore, guidance is needed to insure a more proper use of funds. "Learn most from the cheapest" is the cry of the decade. Yet, we must be cautious not to desire predictive validity with respect to materials and children in our schools. People and materials may never get to the point where a teacher can always automatically plug child A into materials B and yield learning C.

Another caution must be delivered with respect to the academic freedom of professionals. Certainly we can distinguish between freedom and license. Professionals ought to be guided by responsible expertise. They must possess what some call "bound rationality." Berkson says: "The principle of academic freedom confers no right on the teacher to conduct propaganda for a private conviction even when it is motivated by the claims of conscience. Advocacy of social reform is an emotional manner--not a function of the school."[11] He is not saying that the schooling function is value free--it is

not. He is not saying that professionals are without conviction--they are not. People should be free to learn and, thereby, learn to be free.

What remains for the professional is to guide the community including boards, parents, and children to the definition of criteria. Expertise is then needed to refine the criteria so that definitive yardsticks for decision making are made available. Applying criteria to materials is a professional responsibility. Boards should be reviewing this process. The alternative is to continue the irrational process of voting on the inclusion or exclusion of certain materials. If the criteria are not restrictive, if the professionals do not conscientiously apply the criteria, and if the boards do not actively set and review the process with professional guidance, the censorship controversy will succeed in producing unthinking and unfeeling automaton-like children, who may be able to spell 'freedom' but not be able to express freedom.

Censorship controversies at state and national levels abound. The teaching of evolution in Tennessee, the role of the federal government in curriculum development precipitated by the Man - A Course of Study project, and a recent amendment on citizen education that said no secular humanism is to be taught in schools, give one an idea that the most potentially dangerous dialogue in the history of our American schools has been set in motion. Professionals are needed more than ever before as catalysts for rational thinking--explorers of alternative paths in the setting of criteria. And, just as policies are in abundance for boards to review, so do criteria exist for review by professionals. A large repository of criteria for judging materials is housed at the Media Materials Center of the Teacher Education Laboratory in the Graduate School of Education at the University of California, Los Angeles.[12]

Need for Explicit Criteria

There is no question that explicit criteria are needed--criteria for selecting materials and process--criteria for ensuring that the selection process operates smoothly while anticipating possible future conditions. Critics of the Kanawha County controversy repeatedly state that the magnitude of adverse reactions could have been anticipated if the process and criteria that were available would have been periodically reviewed, updated, and followed. But what about judging materials? What might these general criteria be?

M. Francis Klein offered four major analyses as necessary to judge the worth of materials. At the ASCD Annual Conference in New Orleans (1975), Dr. Klein said materials needed to undergo:

(1) A curricular and instructional analysis

- Are the objectives important?

- Do materials support the objectives?

- Have alternate modes of evaluation been considered?

- Has learning theory been considered?

(2) A content analysis

- Is the material current, relevant, accurate, and unbiased?

(3) A product development analysis

- How was the material developed?

- Were children used in its development?

(4) A technical analysis

- Are illustrations appropriate?

- Is support media or primary media appropriate?

- Has speed of transmittal or interaction been considered?

Those criteria, as other sets of criteria, suggest that children should be involved in the evaluation of instructional materials.

Evaluating materials is a necessary first step in selecting other materials and is the prime ingredient of a recent development on the educational scene--Learner Verification and Review (LVR).

One Criteria - Learner Verification

To ensure that appropriate materials for a learner activity are available, one criteria relates to the producer. P. Kenneth Komoski, former associate director of the Institute of Educational Technology, Teachers College, Columbia University, is now director of Educational Products Information Exchange (EPIE). He has set forth the concept of learner verification which suggests that once producers have a product "ready" for market, that product is to be used with learners. This process is meant to tease out flaws in the product that might otherwise go unnoticed. It is one process that tries in part to answer the question "Does this particular piece of instructional material work as intended with learners?" According to Dr. Marburger, senior associate with the National Committee for Citizens in Education (NCCE), the learner verification provides one of the accesses for students to assist in making the materials selection process work. A great concern with the concept of learner verification is that it is oftimes misunderstood, or seen as a cure-all. As a member of the National Task Force on Learner Verification and Review, I was quoted in 1975 as saying: "To be against learner verification as defined by EPIE is like being against children. However, the 'faddist,' ill-defined terminology, the potential extension of the concept to include a 'factory input-output' model, and the generally apparent lack of well thought-out plans and their implications, raise suspicions about the concept in the minds of many persons."[13] Since that time con-

siderable effort has been made to refine the terminology and test the feasibility of the concept. There still exists in the minds of many an intolerance for precise language and a general appeal to bandwagonism.

Dr. Komoski's proposals link the requirement of LVR to state selection statutes. He proposed that states require publishers to submit to the state instructional materials selection authorities proof that each material offered for sale in the state has been subjected to LVR; that is, developed as a result of student interaction with pilot-type material.[14] Here may be a final essential role for professionals--to stay on top of policy-shaping activities.

Summary

The foregoing comments suggest that the following tasks need attention:

(1) A belief system for schools must be developed and translated into curriculum development and practice.

(2) A more positive attitude must evolve that emphasizes honesty, openness, and active planning.

(3) Roles need clarification that attend to questions of propriety and expertise.

(4) Explicit processes and criteria are needed that lend themselves to professional application and board review.

(5) Specific criteria for the selection of materials must attend to questions of curricular, instructional, and developmental appropriateness.

To develop specific criteria and processes for materials selection without deliberate and concerted attention to more broadly defined areas is to continue the reactive and negative mode that characterizes much of the professional endeavor.

What remains is that all the partners in the schooling process organize for growth and renewal. To ensure that the tasks are receiving attention will be the role of professionals and lay persons alike, though their rights by expertise will necessitate differential assignments.

FOOTNOTES

[1]A Textbook Study in Cultural Conflict: Inquiry Report from Kanawha County, West Virginia. (Washington, D.C.: National Education Association, 1975).

[2]Joseph Watra, "The Textbook Dispute in West Virginia: A New Form of Oppression," Educational Leadership, Volume 33, Number 1, October, 1975, pp. 21-23.

[3]Maxine Dunfee, ed., Eliminating Ethnic Bias in Instructional Materials: Comments and Bibliography. (Washington, D. C.: Association for Supervision and Curriculum Development, 1974), p. 4.

[4]"Choosing Textbooks (6161)" in School Board Policies, (New London, Connecticut: Croft Educational Services, Inc., August, 1971).

[5]Censorship: The Challenge to Freedom in the Schools. A joint publication of AASA, ASCD, NAESP, NASSP, (Washington, D.C.: April, 1975).

[6]"California Textbook Review Process Means Well-But Doesn't Work Well," News Exchange, Volume 18, Number 2, (Washington, D.C.: Association for Supervision and Curriculum Development, May, 1976).

[7]Charles A. Speiker and Anthony J. Buhl, Organizational Planning: A Systems Approach. (Bloomington, Minnesota: Minnesota Association for Supervision and Curriculum Development, 1974).

[8]During a personal interview between Dr. Gordon Cawelti and Dr. Charles A. Speiker, October, 1976 at the ASCD headquarters.

[9]Clifford A. Hardy, "Censorship and the Curriculum," Educational Leadership, Volume 31, Number 1, October, 1973, pp. 10-13.

[10]Richard I. Miller, Selecting New Aids to Teaching. (Washington, D.C.: Association for Supervision and Curriculum Development, 1971).

[11]I. B. Berkson, Ethics, Politics and Education. (University of Oregon, Eugene, Oregon, 1968), p. 273.

[12]M. Francis Klein and George D. Thayer, "Developing A Curriculum Inquiry Center," Educational Leadership, Volume 31, Number 1, October, 1973, pp. 57-60.

[13]"Consumer Groups Work to Assure Responsiveness to Students, Parents," News Exchange, Volume 17, Number 1, February, 1975, p. 6.

[14]Quality Control for Instructional Materials. National Institute of Education, Washington, D.C. reprint from the Harvard Journal on Legislation, June, 1975, p. 516.

THE ROLE OF A SCHOOL BOARD MEMBER IN SELECTION AND EVALUATION

Mrs. Joanne T. Goldsmith

Member
Maryland State Board of Education

Libraries are very special places, even if they are called media centers today! However, just as the name has changed, so has the vision. How many of you ever dreamed of TV studios in elementary schools, closed circuit television, and instant replay. Now, even computers are the responsibility of the media center.

These days are difficult ones for those of you involved in media services. I doubt that many of you ever considered that you might be on the front lines in determining what our children would learn, how their materials would be selected, and whether their minds would be free, free to explore the many paths of wonder that exist in every media center.

The last few years have seen many attacks on the materials we use and the way in which they have been selected. Let us review for a minute the last session of the Maryland General Assembly. Does anyone recall the number of legislators who signed the Nichols Bill which called for a 90-day display of materials before they could be purchased by a public school system?

A recent NEA survey showed that 16 percent of the teachers surveyed found that community opposition to the use of certain textbooks and films in public schools is indeed a problem.

I am sure that all of you are aware of the West Virginia textbook controversy. The court case was won by the so-called "good guys." However, the damage done to education in West Virginia continues. Now the selection committees practice self-censorship. Selections are being made with great caution. Parents, teachers, and administrators struggle to second-guess areas of possible disagreement. One parent who served on a selection panel has said:

> We compromised for the sake of peace. We now have a hidden form of censorship--self-imposed, perhaps, but we have a less than complete commitment to education. We will have books with a little less information and a little more reserve, a little more caution and a little less enticement to learn. By omission. . .we whittle away at the right to learn.

Recently a school board on Long Island removed 11 books from the classroom, admitting that it had removed books it had not read. The 11 books removed included: The Fixer by Bernard Malamud and Laughing Boy by Oliver La Farge, both Pulitzer Prize winners. Others included Slaughterhouse Five by Kurt Vonnegut, A Hero Ain't Nothin' But a Sandwich by Alice Childress, Black Boy by Richard Wright, The Naked Ape by Desmond Morris, Down These Mean Streets by Piri Thomas, and the anonymous Go Ask Alice.

The school board, in defending its actions, said the books were "anti-American, anti-Christian, anti-Semetic, and just plain filthy."

Once having decided that the books had to go, the school board discussed how to handle the situation. They realized that to make the titles public might cause a sudden run on the libraries by the students. Therefore, the board simply removed the books without any notice. The Long Island newsletter continues, "What we are talking about here is not censorship. . . . What we are talking about is excluding objectionable reading materials from our school libraries--if they are found objectionable. The next question is, "Who makes the decision?" Do the news media decide from which books your children are taught? Should it be the people who award Pulitzer Prizes?. . . We believe that not even the professional educators and educational administrators have a right to usurp the parents' authority. . . ." This article goes on to point out that the school board, in acting the way it did, did not follow its own rules; nevertheless, the books were removed from the classrooms and libraries.

Closer to home in Prince George's County, we have "The Lottery," a short story removed from the classroom despite parent and community support. And may I remind you of the case now being fought in Montgomery County and before the State Board of Education brought by a group calling itself "Parents Who Care." I would like to discuss that case with you once the State Board has, given a decision, which should be some time in the next few months. The record is, of course, public information. You would find the list of recommendations to the school system most interesting, I am sure. (The Board has handed down its opinion since these remarks were made by Mrs. Goldsmith, editor.)

It occurs to me that many of you could add to the list of horror stories. It is because of true stories like these I have mentioned that we see the rights of professional educators and lay leaders in jeopardy on a scale unmatched in recent times. The attacks on academic and intellectual freedom require the concern and attention of us all.

The Maryland State Board of Education, in an effort to provide assistance to the local subdivisions, has provided a bylaw which requires each system to establish policies and procedures for review and selection of print and nonprint materials which are used in public schools.

We are fully aware that the guidelines are just that. However, it is the hope of the State Board that to be forewarned is to be forearmed.

Our heritage of intellectual freedom is too precious to be left to chance.

I, personally, firmly believe that full freedom of expression and free access to information are essential if our system of government is to work. The process of intellectual quest begins early in life. Each must know how to accumulate and assimilate varying points of view.

Many have expressed the idea better, but I report it here. It is not

so-called dangerous ideas which are fatal to a democracy but, rather, the suppression of ideas which should cause us concern.

I wish you well these next few days as you study the complex problems of material selection for a modern media center.

THE ROLE OF THE LIBRARY SUPERVISOR IN SELECTION AND EVALUATION

Miss Mary Ellen Kennedy

Supervisor of Library Services

Harford County Board of Education

As I was preparing my comments on my role in the selection and evaluation of library materials, I quickly recognized that the best critics of my role would be the school-based librarians with whom I work. I went to several librarians and asked how did they see my role in the selection process. Interestingly enough, all replies fell into four categories:

I. Reviewing Orders

II. Guiding the Selection of Materials

III. Being Instrumental in the Development of Countywide Policies and Procedures

IV. Controlling

I. Reviewing Orders

All library books and all software orders are reviewed by me before they are sent to our Purchasing Department. Because the librarians know that these orders will be scrutinized, they select the materials carefully. Since I review these orders, I automatically set up guidelines from which the librarians select their materials. Because I review the orders does not guarantee that I am knowledgeable about all materials; that would be impossible. It does mean that I will be looking for an author or a title that could give us a problem. If I question the selection of materials, I call or visit the librarian and ask her to tell me her reasons for selecting that particular title. I then share with her my concerns. I do have the authority to remove titles from orders simply because I think that the book is too provocative. However, I am usually not even aware of such a book until I am informed that someone has requested that it be reviewed. Unfortunately, when this happens, the book automatically becomes controversial. What never ceases to amaze me about materials that individuals question is the fact that a book we professional librarians suspect the least will usually cause us the most aggravation. This fall Julie of The Wolves was questioned by a mother of an overprotected sixth-grade child. The scene in question--Julie's husband attacks, no, I prefer to say, "rough houses" with her.

II. Guiding the Selection of Materials

Both informally and formally the school library supervisor guides the selection of library materials (1) by sending professionally approved lists

of new materials to librarians; (2) by cautioning the new, inexperienced librarian to stay away from publishers lists (Certainly it is easier for an inexperienced person to reach for a publisher's list of new fall titles and to order them.); (3) by stressing the need to read professional reviews; (4) by keeping the community in mind while reading the books you receive (Inappropriate software can be returned to the manufacturers.); (5) by arranging for materials to be exhibited (School librarians like nothing better than to examine new materials, and publisher's sales representatives are more than willing to cooperate in setting up exhibits.); (6) by encouraging librarians to get together informally to discuss books (A unique situation exists in the county where I work. There are five middle schools with well-read students. Two or three times a year, the librarians meet at one of the librarians' homes for dinner and, then, develop their schools' book orders. Not only do they have vital book discussions, they have fun!); and (7) by insisting that review sources be listed on book order cards (This is time-consuming I agree; but time and care need to be taken as materials are selected.).

III. Being Instrumental in the Development of Countywide Policies and Procedures

Whenever policies and procedures relating to material selection and evaluation are discussed, changed, or challenged, I am involved. When a change is to occur, I try to keep the school-based people informed. Daily the school-based librarians are where the action is taking place. I value their comments, ideas, and opinions, and I try to incorporate their points of view into workable policies and procedures.

The school system that I represent does have a policy for the selection of textbooks and other instructional materials. But part of this selection policy should be a request for the review of media (challenged materials). Procedures to be followed by school-based personnel should be followed whenever a request to review materials is made. If a review-of-materials request is made, it is <u>desirable</u> that the local school resolve the complaint. If the complaint cannot be resolved at the school level, it is then reviewed by the appropriate director of instruction in the central office. The complaint may subsequently be appealed to the superintendent of schools. If the matter cannot be resolved by the superintendent of schools, it may be appealed to the board of education.

IV. Controlling

As previously mentioned, I do have the authority to remove titles from orders. This authority is used whenever I think it is necessary.

In conclusion, I hope that I have been positive and open minded, one who seeks new answers not only in the selection and evaluation of library materials but also in all aspects of my work which is to serve the youth of Harford County.

THE ROLE OF A RUBLIC LIBRARIAN IN SELECTION AND EVALUATION

Miss Sarah Siebert

Young Adult Coordinator

Enoch Pratt Free Library

Selection and evaluation of materials are only one part of the public library game which, indeed, should be played to the hilt. They force libraries to be more aware of materials if they are actively involved in the process, help them develop a background for criticism, and enables them to advance their professionalism, (in short they are more than techniques).

According to a published selection policy, adult services at Pratt bases its selection on the whole spectrum of learning, from basic skills needed for survival in today's society to advanced scholarship and research with the branches meeting the needs of the widely-varying communities and the Central Library (now the State Library Resource Center) building and preserving collections to meet the reasonable demands and needs of the advanced use throughout the state.

The Young Adult policy states, "It is the aim of the Library's Service to young adults to introduce them to all types of library materials, especially books, which enable them to find self-realization, live in their communities as citizens of this democracy, and be at home in the world. This aim is constantly kept in mind when materials are selected. The age level for this service is open-ended, since the boundaries of adolescence vary with the individual and since modern communication has helped accellerate both emotionally maturity and intellectual awareness of forces at work in the world today. . . ."

The policy goes on to say, "Although the primary resource for schedules is their school or college library, the Pratt Library accepts responsibility for serving this large and important segment of its clientele with supplementary reading and reference materials. Duplication is not at the expense of a service to the non-school public. Textbooks are purchased when they provide the best coverage of a subject and are useful for the general public, but they are not duplicated to meet the demand in connection with a specific course."

The public library's service to adult materials selection provides resources for education (self-education, informal and formal), information, personal development, and recreation materials for self-education.

The public library's service for youth (teenage) aims to contribute to the development of well-rounded citizens with an understanding of themselves and the world about them. It goes on to suggest that materials in the small, popular young-adult collections widen boundaries, enrich life, and help fulfill recreational and emotional needs. Materials specifically for school assignments are not included. However, school demands are con-

sidered if the books requested are of a recreational nature or in a field of special interest to teenagers.

Each book or materials is considered within the stated aims. Books have both faults and values, and if the virtues overbalance the faults, a book may be included. With this in mind the so-called touchy areas in book selection for the high school age are handled as follows:

a. The use of profanity or frankness may be controversial, but when a book opens a clearer vision of life, develops understanding of other people, or promotes tolerance, these virtues must be weighed against the possible harm to be done by some shocking word or passage in the book.

b. Books on sex education are on the shelves of young adult collections. With the open references to sex in our society today, it is imperative that youth have access to sound and authoritative sources which bury the myths of sex and promote a healthy and balanced attitude toward the subject.

c. Religious books of an obviously denominational nature whose primary purpose is to present one sect as superior to another are not purchased for young adult collections, nor are books that belittle any faith.

d. Books with a sociological or a political stress are included in young adult collections after carefully considering the author's intent and the book's total contribution toward understanding of the subject.

Both selection and evaluation never can be a science--in that the human element is a big factor in both selection and evaluation; but we can set goals, we can weigh and balance, we can listen to the public that uses us, we can try to develop expertise in subject fields, as well as we can be critics. Being a critic adds a better luster to this library game.

The public library selectors working with youth communicate parental concerns but do not consider themselves parents; rather, they serve the young patron directly or indirectly through other persons, agencies, or groups in relation to the aims and goals made earlier in this resumé.

SPECIAL STUDENT

Presentations By:

Mr. David R. Bender
Dr. Herbert Goldstein

February 10, 1977

Colony 7
Baltimore-Washington Parkway
Annapolis Junction, Maryland

OPENING REMARKS*

Mr. David R. Bender

Administrator

School Media Services Office
Division of Library Development and Services
Maryland State Department of Education

Because no child is average in all dimensions, everyone is exceptional to some degree in some area. However, significant differences usually require special attention. Samuel A. Kirk has defined the exceptional child as

> ...that child who deviates from the average or normal child in mental, physical, or social characteristics to such an extent that he requires a modification of school practices, or special educational services, in order to develop to his maximum capacities.

The number of exceptional children in public schools today is nearly eight million. Their exceptionalities may be of various types:

Speech Impaired. This includes children with articulation defects, cleft palate, delayed speech, voice disorders, and stuttering.

Emotionally Disturbed. The most easily recognized symptom is physical agression, often disruptive to the classroom. Less obvious, but equally severe, is extreme withdrawal. This is not disruptive, but it does prohibit social and communicative behavior.

Mentally Retarded. This refers to children with below average general intellectual functioning. Retardation is often associated with cerebral palsey or other birth-related defects, and may be mild or severe. Most public school teachers will deal only with the trainable mentally retarded (TMR) and the educable mentally retarded (EMR).

Learning Disabled. This is a loosely defined term that includes many different kinds of children who have trouble processing information (both intake and output). The child with a learning disability may be bright or dull.

Hard-of-Hearing or Deaf. These children can experience many "sound activities" by perceiving the vibrations of sounds. However, most education is received using a visual mode. The deaf child's biggest problem may be in developing normal speech patterns.

Visually Handicapped or Blind. Many persons who are legally blind may have some sight perceptions--color, large shapes, light and dark--that can be used in their education. However, most education is received using other senses.

Physically Handicapped. This includes children who are crippled or deformed--from either a birth defect, accident, or illness. These children may encompass the full range of mental capacities. However, their restricted movement may affect their social behavior and also may inhibit their ability to learn.

Multihandicapped. Many exceptional children have more than one handicap. Educational programs for these children must be individualized.

Gifted. The private hell of a gifted child can be as distorting as that of many other users. Behavior can be disruptive. Paradoxically, gifted children are sometimes misdiagnosed as being retarded or emotionally disturbed.

There are other areas of exceptionality, too. The culturally deprived, non-English speaking, and socially maladjusted may need special attention in the schools.

In preparing the Individualized Education Program (IEP) for every special student, special educators will need to call upon educational technologists, library media specialists, and other resource persons for assistance in selecting, adapting, developing, and evaluating materials that will be an integral part of the student's instructional program. Specialized materials, properly prescribed and utilized, can often enable a student with a learning problem to operate within a regular classroom.

Communities are moving away from homogeneous classroom grouping. The growing interest in multilevel classrooms, individualized instruction, and related administrative arrangements has presented library media specialists with groups and classes containing a wide variety of abilities and talents. Now that many special education programs are attempting to integrate their students as fully as possible within the regular classes, the range within a given group will be broader than ever. Thus, the library media specialist must be prepared to modify the library media program to meet the needs of those students with serious sensory, intellectual, emotional, and physical differences who require specific attention. The library media specialist will need to investigate such areas as adaptations to the total environment, innovative changes in equipment and technology, enabling legislation, dissemination networks, sources, material development and utilization, specifically-focused programming, and other information which will maximize knowledge, sensitivity, and skill in responding to the special needs of the exceptional student.

The library media specialist, as a materials specialist, must be aware of the full spectrum of available facilitating equipment and creatively use this technology to respond to the unique needs of the special student.

Functioning as a resource person, the library media specialist needs to become acquainted with a vast array of organizations and their procedures for receiving services which will help in providing services for the special student.

The selection of materials for exceptional students is predicated on a clear understanding of each student's functional level, how the disability interferes with optimal learning, and what kinds of materials are available to capitalize on the student's assets and bypass, if possible, the disabilities. Materials for gifted students need to provide intellectual and aesthetic challenges and still be relevant to the chronological and social age of the student. The library media specialist must be aware of sources, material modification procedures, and specialized materials such as captioned films for the deaf and talking books for the blind or physically handicapped. The library media specialist must scrutinize the collection for such items as high-interest, low-vocabulary books for the retarded, large-print books for the visually impaired, and potentially-therapeutic stories for the emotionally disturbed.

Even the most outstanding collection is of limited value unless it is fully utilized by students, faculty, and library media staff. It is imperative for the library media specialist to be alert to varied uses of mediated instruction and to the multisensory possibilities of such tools. The collection should be made enticing, especially for those students who are unschooled in library media center use or who have had prior negative experiences in learning settings. As these students begin to find personal pleasure and academic success, the library media center will be reevaluated as a source of excitement and fulfillment.

Ultimately, the assessment of a library media center rests on the quality and extent of its program. Many library media specialists have been able to modify standard activities such as reading guidance, storytelling, and puppetry to the unique needs of the exceptional student. Often novel programs have been devised to involve the special student with the library media center. New alliances between other faculty and school library media personnel have been established for diagnostic purposes and for mutual, prescriptive planning. In sum, the library media program must be redesigned to supplement curricular goals, encourage recreational reading, provide stimulation and pleasure, and teach how information can be used for problem solving and enhancement of understanding for all students, including those with exceptional needs.

The school library media specialist, in most instances, has had little exposure to information and experiences relating to the adaptations necessary to serve the exceptional student. Because of the progress in technology and the increasing level of involvement of the special student in the library media program, the library media specialist needs to make information readily available and provide materials which will assist in the development of programs of service for special students.

Library media specialists will clearly need to be aggressive in asserting their role in the total educational structure and demand inclusion at every level of facility planning; early input into architectural and interior design is critical.

The expansion of libraries into instructional materials centers was an important development in the education of the exceptional student because it opened up the possibility of using a variety of materials at varying levels of difficulty which can assist students in their learning activities.

What's Mainstreaming (or Least Restrictive Environment) All About?

It's all too easy to let a word slide into our vocabulary and simply assume that we're all talking about the same thing. So it may be worthwhile to ask: what is mainstreaming? And what isn't it?

Basically, it is a thrust toward integrating special students into regular schools and classrooms, providing them with many opportunities not only to join in the usual activities of a normal school day but also allowing them to be accepted members of that society. On the other hand, it is not intended to be a wholesale elimination of specialized services, programs, or classes designed for students with exceptional needs.

In simple terms, the least restrictive philosophy maintains that as many physically, mentally, and emotionally handicapped students as possible should be included in regular classes--with as much additional support from professional specialists as each requires. Extra professional support covers a wide range, including intervention by teachers who are skilled in helping youngsters deal with emotional difficulties, tutoring by mathematics and reading specialists trained to work with learning-disabled children, mobility training for the blind--to give only a few examples. Even when the disability is severe and the student needs to spend a greater amount of time away from the regular classroom in order to receive specialized assistance, the student should be encouraged to take part in all the activities that have always been open to other students--such as art and music, shop and physical education.

The least restrictive environment concept accepts the need for full-time attendance in special classes for the fewest among the special student population who, because of the severity of their disabilities, need the most unique services. But they, too, according to the ideal, are spared the stigma of segregation. Though taught in special classes, sometimes in special schools, they are assumed to be in the mainstream of school life and, wherever possible, participate fully in regular activities.

A growing number of schools are implementing this design and, even where there is no formal declaration of adherence to mainstreaming, programs are responding to fresh currents of thinking.

"Making it" in the regular classroom requires many different things. It means helping teachers not only to learn new teaching techniques but also to develop a whole new set of attitudes. It requires more aides, different textbooks, additional instructional materials, ramps, and other architectural changes, and the funds to pay for these innovations.

Since mainstreaming is based on acceptance, it's going to take work on all of our parts to bring about real changes in the way we feel about each other. Both the special students (and their parents) and the non-special students (and their parents) now view one another with varying degrees of distrust. "Will my child's education be affected?" is a question many

parents are asking. Through this institute we will gain information and ideas which will strengthen Maryland's educational system by providing equal educational opportunities for all its students.

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THE ROLE OF MEDIA SERVICES IN THE EDUCATION OF THE SPECIAL STUDENT

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As you can tell from that introduction, I am not a media specialist. I think that is a very important fact for you to keep in mind. I am going to speak to you today from the point of view of the consumer and, in this sense, I would like to use the term media in its generic sense. This does not limit the concept of media to any one educational branch but does incorporate all of the effort that has to do with the support of educational processes, be they in the library or the media center. To give you a clearer idea of what I mean, I've been a consumer of media services both as a teacher and as a curriculum development director in the Center. So I am not indulging in wishful thinking or resorting to second-hand experiences.

In our curriculum development effort, we're developing programs that in every sense constitute models for meeting very specific educational objectives for handicapped children. Towards this end, we write our curriculum more nearly like teaching scripts than we do outlines. This makes it very important that the mediated support for the teacher is very directly related to the teaching script. Thus, we avoid as much as possible the conventional statements to teachers (or other educators using the materials) found in curriculum guides that say for example, "find a picture of someone drinking a glass of iced tea" as a means of supporting the activity that the teacher is going to carry on with the children. Instead of that we literally provide the teacher with a picture of someone drinking a glass of iced tea. It's provided in such a way that it correlates 100 percent with the activity so that there won't be any extraneous or diverting stimuli. It will be of the appropriate size and meet other criteria for relevance to the activity.

This means that my contact with media people has been on a very practical basis. Furthermore, I think that the media people who have operated in our center are probably representative of the group attending this meeting. We've had media specialists who have more or less technical training. They are recipients of an Associates in Arts degree at a Community College and they have learned the tactics and techniques of manipulating media devices. At the other extreme, I've had people with masters degrees from media programs at very exalted universities where the planning and the experiences and the studies that go into making the media expert range all the way from the abstract through the exotic to the unbelievable. In between we have had media people who are self-made. One particularly outstanding person was formerly a teacher of English in high school. This media specialist became very much interested in mediating instruction and did so by becoming proficient in this whole area of media by attending conferences and lectures, took courses, and became a very competent media person without ever having had a degree in mediation at all. So I am speaking from the perspective of working with all kinds of media people in the direction of meeting educational objectives.

In this context I would like to point out to you that it is not my expectation and, certainly I hope it is not yours, that we are going to solve today all of the problems that Dr. Mopsik and others at this conference have confronted you with in respect to the education of special children. What I hope to do is to provoke some thinking based on some of the fundamentals that I hope to lay before you. Toward that end, I am going to leave some time at the end of this session for you to ask questions or make comments in order to clear up some of the more general statements that time permits me to make. These questions may relate to the least restricted environment and its implementation and the fact that, for the first time in the education of special children, teachers are going to have to state immediate and long-term educational objectives for each child in the class. This has a great deal of meaning for what goes on in the instructional process and calls for all of the support that is necessary in order to bring these objectives into focus.

Our experiences have already demonstrated that to maintain the special child in the regular class requires a rather complex array of services by an elaborate array of people. It is the rare child who can move from a special education setting into a regular class and find everything that he or she needs. Similarly it is rare that the teacher of the regular class finds everything that he or she needs in order to keep that child educationally active, and we have to keep that word educationally in mind.

Handicapped children are not in regular classes solely for the purpose of enhancing their self-concept or improving their social status. The role of public education is well set. We have to keep in mind that it is the objectives of the public schools, as a social institution, that have to be met, not simply certain desirable attributes about the child.

With this in mind, I'd like to separate the concept of media as a service from media as a component of education. Too often we think of media as a service within the educational setting. Operationally, I would define the media service as one that is available to provide materials and consultation and assistance on demand. In this sense, media services are in the school buildings or nearby. If one wants to avail oneself of the service one must go to it and ask for whatever is needed. It becomes the function of that service to provide whatever mediation that is requested.

I prefer to think of media as a component of education, a component that collaborates with the consumer by developing relevant, yet productive, mediation of teaching-learning situations. By these definitions, I am not, demeaning media as a service. Media as a service is very important if education is to be productive; if technologies are to be brought into the schools and exploited. But limiting mediation to a service only represents, in my experience, one potential for mediation; a service that supports what other professionals do. As a component of the educational setting, mediation has the potential for full involvement and full participation in the activities of the school.

Trends toward mainstreaming, trends moving towards the least restricted environment, have broadened and complicated the contribution of media as a component. Probably it has broadened and complicated the work of media as a

service as well. As a component, it certainly has because the proliferation of students through the schools has placed added burdens and greater demands on media as a component than it had when it could work with clusters of handicapped children taught by one teacher, in a specific setting, with a unified goal and a group procedure for attaining that goal. So instead of having a central focus, media now has to look at a broader picture, a broader distribution of clients, a broader array of demands, and all of this in the face of a burgeoning technology of hardware and software.

From an earlier speaker you heard a definition of the special child and it's a very acceptable definition. You probably know by this time, that in special education and in the educational establishment, we typically approach the special child as a member of a category. We in education categorize children, for example, as mentally retarded, deaf and blind, and deaf-blind and mentally retarded deaf. Others are referred to as the physically handicapped and the sensory handicapped. While these are very helpful categories for administrative purposes, they are not equally helpful in specifying educational activities. Therefore, I would prefer to combine these categories and talk about these youngsters within the context that media people will have to operate. For this purpose, I would separate these into (1) the special child who has intellectual problems, (2) the special child who has physical problems, (3) the special child who has sensory problems, and (4) the special child who has a combination of two or more of these. It's a rare special child that has one clear-cut handicap. Thus, we find deaf children with intellectual problems, and we find blind children with affective problems, and physically-handicapped children with sensory problems. What I'm saying, in effect, is rather than look at categories of children, let's look at the characteristics of children as they have bearing on education as a process, and let's talk about the characteristics as they have bearing on the media individual. I will draw for this purpose on research and experience and I won't distinguish the two because I have a difficult time separating them clearly when it comes to their application.

These are just some of the things I think you ought to keep in mind when you come across youngsters individually or collectively, or individually within groups who have an intellectual deficit of some kind. They show preferences for simple rather than complex stimuli. For example, in studies of retarded children, presented with choices of two pictures--one complex with a lot of detail, the other a similar picture but with very few details, the intellectually-handicapped children more often show preference for the simple picture. Many, not all, are easily confused by overloads of color and configuration. The picture, the film, the video tape, the library book, the paragraph, may not look like a stimulus overload to any of us, but we have to be aware of the fact that many intellectually-handicapped children are very susceptible to overload and very easily can become confused and disoriented. As a result, retention suffers, both short-term and long-term, and the lesson's continuity will break down. It can be a mystery to the teacher as to why certain things are not learned and remembered. The reason is that they have been confronted with something that distracts and confuses. For example, you recall the old days when workbooks were printed in black and white. One day someone got the idea this is not attractive enough. Then we got the books that were highly stylized. Each picture had three, four, or five colors with a lot of detail. This did not seem to have any effect on the

other youngster but, in classes for the retarded and classes for neurologically-impaired children, a lot of youngsters became very confused and very disoriented. This was not a function of the lesson but a function of the stimulation inherent in the media. So the fact of easy confusion as a function of configuration and color is something that has to be kept in mind.

Youngsters with intellectual handicaps very often have problems in relating to abstract representations as opposed to the very direct and concrete. The temptations for you to become very exotic with a motion picture, with a filmstrip, with illustrations for a book, with allegorical approaches to a moral, may be very great. Parenthetically, it was most interesting to me that our media man who had been a teacher of English was very aesthetically inclined. Many of the things that he prepared for us were literally works of art. They were very beautiful, they contained a subtle message, they had feelings, they had tone, and they had depth. The only trouble was that they were, more often than not, more of a distraction than a help in the teaching. Remember, in mediating materials in education, while the mediation may be very pleasing is not the most important part of our job. Indeed, it may be important but it is not proper that we be pleased at the expense of the learner. Our objective is to enhance the educational activities.

What are some solutions? 1) Mediation needs to be uncluttered and realistic and, at the same time, attractive. Yet, one need not be sacrificed for the other. Selectivity is a very important asset here. The important ability here is to be able to zero in on what the objectives of the activity are and decide what the mediation needs to be. Video and audio tapes and films need to be paced carefully. They can't be rapid; they can't be hurried and obscure. They do need to be to the point. If there is a message to be delivered to the student (in lieu of the teacher delivering the message), it needs to be clear technically and substantively. For that reason, maybe, repetition may be necessary even though you feel you got the point across. Maybe the youngsters need a little repetition in order to help them get the point. In still media, whether you find it in a library book or in a drawing or photograph, careful construction and exact representation are required.

Let's look at some of the characteristics of the physically-handicapped child. Many of these youngsters have neurological disorders that are obscured by their physical disabilities. While one finds children with muscular dystrophy, multiple sclerosis, and spinal bifada, the most outstanding group among the physically-handicapped are those with cerebral palsy. Much of their physical handicap has a neurological basis. One of the interesting facts about youngsters with cerebral palsy is that far more than we know have average or better intelligence. So, all other things being equal, many potentially are very competent learners who need very special conditions in order to capitalize on the kind of learning they have the capacity to acquire. So it has been found that mediation can contribute much toward the development of a youngster with cerebral palsy or any other physcially-handicapped child. There is now available to educators any number of communication interfaces that can be used effectively by these youngsters. Media people are among the most logical to be aware of what these interfaces are, how they operate, and how they are best used.

Another indirect problem that has great bearing on mediation has to do

with the fact that physically handicapped youngsters, as a function of their handicap, are excluded from a lot of the experiences of handicapped children. As a result of this lack of experience, a great deal of very important psycho-social deprivation occurs. Very simply, these children don't get about and do the things that growing children do because they are simply unable to do so. To help them compensate for lack of experience, they need vicarious experiences in order to fill the gaps or at least help fill the gaps. I recognize as you do that this is a very controversial area. There is a school of thought that says once you pass the critical developmental moment in your experiences there is no making up for what you have missed. You're just going to have to suffer along without it. But there is another school of thought that says possibly substitution can take place. While you can't really replicate an experience that occurs naturalistically, maybe you can do something else that will bring the concepts inherent in the experience out into the open as a vicarious experience and at least make possible its integration into the total repertoire of the growing individual.

What are the solutions to some of these problems that confront mediation? It will be a challenge to the mediator to select and instruct teachers in the uses of communication interfaces. With all of the things teachers need to do, they either lack the facility to reach out and become sophisticated in what is available, and/or they lack the background to become sophisticated in the technical aspects of the uses of such hardware. We have to remember that teachers have a full-time job, and it is difficult for them in their spare time to contact firms and laboratories and agencies to find out just what is developing.

Some interesting communication interfaces are becoming more and more available. An article in the most recent journal of special education from England displays a very clever interface for communication that is used by a triple amputee, a youngster that only has his left leg, and how he uses this device in order to communicate with people.

Mediation specialists can help in the selection of software. We all have learned by this time that hardware by itself does not teach. What goes into the hardware, what goes into the teaching machine, how the interface is used determines whether or not the hardware becomes an instructional device or a piece of exotic equipment that sits in the classroom or ultimately gets stored away because of disuse. Helping in the selection of the software and working with the teachers to make rational use of equipment are some things that media specialists can do.

Now, let's look at children with sensory handicaps. These youngsters represent, crudely stated, a range in ability from no visual ability to some visual ability and from no auditory ability to some auditory ability. So the question is not do they or don't they hear or see. The question is how much ability do they have and what kind. How much vision? What is the nature of that vision? What does this mean for mediation? How much do they hear and what is the nature of their hearing? Is it a low-frequency loss? Is it a high-frequency loss? These are factors that challenge the mediation of any kind of activity. The solution, of course, is quite clear. Find out

all of the relevant information not simply the actual information about the youngster. We need to go beyond the DB losses of a hard-of-hearing or deaf child and explore the nature of this hearing. What does the audiogram say? I'm not suggesting for a moment that you all become experienced audiologists, but it is a relatively simple thing to become familiar with an audiogram. As a matter of fact, teachers of the deaf will help you considerably in reading the audiogram, and they can tell you what the loss means. This has much bearing on what you do, for example, with an audio tape if the youngster has a high-frequency loss. If you develop a standard audio tape, count on the fact that he or she is going to miss an awful lot in the high ranges. For the visually-handicapped youngsters who need to use a library, just what kind of print, what size print, what kind of available illumination make a difference. Sometimes, it's not the size of the print alone but the available light that makes a difference.

The design of compensatory materials is a very important contribution of mediation. For visually handicapped children, audio tapes can take the place of pictures. What do you want to say to them on an audio tape that will be compatible to what they would have seen if they had the necessary vision? This requires ingenuity and sensitivity. An analog of the audio tape is the braille typewriter which reproduces braille symbols for the blind. Thus, the visually handicapped learn to read.

This is a general overview of the kinds of challenges that face mediation in providing services for handicapped youngsters. I hope that I have not given you the impression that they are easy to overcome. But we should be candid. There are things that get in the way of cooperation, and we have to face up to them. Let's face some of the realities that we have to overcome if media is going to be a component of, along with a service to, the education establishment. For one, everyone is a media expert. I see it in our Center. All of my development staff and all of my research staff and secretaries and our messenger service, all of these people are media experts. Everyone of them can point a camera. So they think they know all that needs to be known about still photography. Everyone knows how to load and run tape recorders. So they think they know all about the audio aspects of media. Everyone sees TV commercials. They know how to operate a television set. This convinces them that they are media experts. The fact that so many feel that they are competent is something we will have to overcome. How does a media specialist overcome this? Well, by kindly pointing out that expertise of one kind does not guarantee expertise of another kind. By getting educators to see that, while they may know how to turn on a television set and, maybe, even turn on a recorder or video playback, that doesn't mean they know how to do the things that make a television set understandable in the first instance and, more important, educationally effective. Offering this kind of direction without demeaning people, without diminishing their self-concepts, is important. Getting them to see that there are many avenues to mediation; the casual everyday kind that all of us can engage in and the highly technical, goal-oriented type that requires much technical skill, sound judgment, and sensitivity that most of us do not have, is important. This is the kind of distinction that needs to be made.

The second factor that gets in the way is the fact that teachers very often cannot articulate what they need. They tend to confine their statement

of needs to their own experiences. As they work out an activity, whether it is a long-term or short-term activity, they tend to work much of the material out and then go to the media specialists already convinced that they need a still picture or a filmstrip or a book that has the indicated stories. As long as this is the basis for selecting mediation, media will remain a service. It's at this point that the media expert needs to step in and say, "Let me help you. Tell me what your objectives are; what you want to do. Let's talk about what you want to do against what you expect to do, and then let me see if I can reflect upon some of the options that you might have within the context of mediation that will help you get where you want to go." You have to keep in mind, and I don't think this has changed, that in many teacher education programs in special education, teachers are imbued with the notion that they are all things to all people. They are taught that they need to be constructors of their own mediation. A lot of teachers today still hold onto the notion that something they make in the classroom is always better than anything they can buy or anything anybody else can make for them.

A third factor that limits the contribution of mediators is the fact that very few formally-trained media specialists are competent in the theories and principles of learning. While they are very sophisticated in the technologies of mediation, the applications of mediation in meeting the objectives of education is very often a mystery to them. I have frequently found that our media people, in looking at the objectives that our development people set down along with the actual lesson, will come up with media that literally violates very basic, well-known principles of learning. So while the mediation is aesthetically very pleasing, if not exciting, and while it is quite elaborate and beautiful from a technological point of view, it contributes nothing effective to the actual teacher-pupil transaction. As a matter of fact, the media may very well get in the way of and detract from the effectiveness of the lesson. So it is incumbent upon people who are working in media to become familiar with principles and theories of learning. They're not difficult and they're not obscure. In many cases, they only require common sense. I suggest you look at the writing of Gagne, for example. Gagné is a very learned specialist who has stated very clearly what the principles of learning are under many kinds of teaching situations.

Then, of course, there's the problem that I don't think any of us has solved, and that is the problem of shortages in time, shortages in equipment, shortages in staff; a plethora of things to be done but shortages in everything it takes to get them done. The only suggestion that I've been able to make at our Center is to get our media people to articulate priorities in their production schedule. They need to make clear their limitations and how these affect time lines. Within this context, they can then help in overall planning so that there is close cooperation between those producing teaching materials and the media people. In this way, materials and media-supporting materials emerge at the same time. But a media component is not limited by and does not have to confine itself to intramural equipment and talents. Media people should take advantage of all the things that are available around us. The ALRC's and their branches are probably the most powerful resources that any mediation people can find any place in the country at the present time. They are in place and, in many instances, they will try and locate you, but you can be aggressive and approach them. Without you and others who need their help they have no 'reason for being' and so they want you to confront them with

your problems. Use the ALRC's, use the Special Offices; there are four. Find out what they have to offer through the ALRC's. Find out what they do and how they can serve you. You can't carry the full mediating load by yourself, nor is this necessary. You have to use the services and facilities around you.

I'd like to leave you with this final note. In the face of all of the confusion that I've caused this morning, I'd like to leave you with only one fact and one criterion to establish your presence and the presence of anyone in the educational scene. The real value of mediation, the real value of teaching, the real value of administration are not intrinsic; it is not found in how nicely it is organized, how visible it is, or how attractive it appears to the rest of the world. That's not where the real value is. The real value is extraneous--the extent to which mediation enhances learning, in this case, the learning of special youngsters. This is the only criterion that counts.